What Works In Character Education:
A report for policy makers and opinion leaders[1]
Character Education Partnership
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#	Factor	Examples and reference cited by Berkowitz & Bier
1	Quality of Implementation	Fidelity to implementation including professional development (PD) and mobility issues; exposure effects outcomes (Solomon, Watson & Battistich 2001)
2	Multifaceted character Education	CE is multifaceted; models incorporating classroom management, curricular, social skill building, parent involvement and school reform are desired (Hawkins et al. 1992)
3	Student bonding to school	Emotional attachment to school is critical mediating factor in CE (Berkowitz & Bier forthcoming; Osterman 2000); attachment is a predictor of risk behavior (Besnick et al. 1997)
4	Leadership is key	School principal's role is essential (DeRoche & Williams 2001; Lickona 1991); school leaders must commit to the Why (head), How (hand) and motivation (heart) to lead a CE initiative effectively (Nance et al. 2003)
5	Character education is good education	CE is based on central tenets on quality education; shared governance, interpersonal respect, collaborative learning, student reflection, application of course content to real life; leads to academic gain (Battistich & Hong 2003)
6	Character education is prevention	CE programs reduce violence and substance use (Battistich et al. 2000); reduce risky behavior and promote positive character development & life skills (Kan, Greenberg & Walls 2003)
7	Staff development	Staff must know the initiative and believe in it to implement it (Kam, Greenberg & Walls 2003)
8	Direct skill building	Training of interpersonal, emotional and moral skills is critical to effective CE (Hawkins et al. 2001)
9	Parent involvement	Parental involvement promotes academic achievement and character development (Patrikakou et al. forthcoming)
10	Student reflection	Moral reasoning is promoted by peer moral discourse (Berkowitz (1985)
11	Adults as role models	Students imitate what significant adults in their lives model; positive modeling promotes increased self regulation (Ryan & Patrick (2001)

[1]Character Education Partnership   www/character.org